

## THE EFFORTS TO IMPROVE OF STUDENTS' COMMUNICATION ON PRONOUNCIATION OF INTERDENTAL FRICATIVE AND PALATAL AFFRICATE

Dahlia Sirait<sup>1</sup>, Yulia Sari Harahap<sup>2</sup>

<sup>1,2</sup>Pendidikan Bahasa Inggris, Universitas Muslim Nusantara Al Washliyah  
dahliasirait25@gmail.com  
[kiwing18@gmail.com](mailto:kiwing18@gmail.com)

### **Abstract**

*Tujuan dalam penelitian ini yaitu untuk mengetahui kemampuan siswa dalam mengucapkan perpuluhan fricative and palatal affricates dan mengetahui suara yang paling sulit untuk diucapkan dari kata kerja fricative and palatal affricates. Penelitian ini menggunakan metode deskriptif kualitatif, yang bertujuan untuk mengumpulkan data siswa agar dapat mengetahui permasalahan siswa dan kemampuan mereka dalam mengucapkan frase interdental dan palatal affricate. Populasi dalam penelitian ini adalah seluruh mahasiswa semester satu jurusan Pendidikan Bahasa Inggris UMN Al Washliyah sebanyak 30 orang. Data yang digunakan dalam penelitian adalah data berbentuk observasi, wawancara langsung dan memberikan test kepada siswa. Instrument yang digunakan dalam pengumpulan data yaitu test bacaan leksikal. Berdasarkan hasil pengolahan data diperoleh bahwa Peningkatan kemampuan komunikasi siswa pada pengucapan interdental fricative dan dan palatal affricate yang terdiri dari frase / /, / ð /, dan / /, / / dalam bahasa Inggris meningkat mencapai 40 % pada frase / / yaitu frase dental frikative. Suara yang paling sulit untuk diucapkan oleh siswa di antara persediaan frikatif dan palatal interdental yaitu suara dental affricate / /, / / pada suara Church, Chuckle, Mortgage, Cottage, dan Package karena dipengaruhi oleh phonology dan vocabulary. Produksi bunyi konsonan palatal affricate tidak jelas oleh penutur asli.*

**Kata kunci:** komunikasi, interdental fricative, palatal affricate, pengucapan, phonologi

### **Abstract**

*The purpose of this study was to determine the ability of students in pronouncing fricative and palatal affricates and knowing the most difficult voice to pronounce from the verb fricative and palatal affricates. This research used descriptive qualitative method, which aims to collect student data in order to know the problems of students and their ability in pronouncing the phrase interdental and palatal affricate. The Population in this research was all students one semester of English Department of Education UMN Al Washliyah as many as 30 people. The data used in the research were data in the form of observation, direct interview and give test to the students. Instrument used in data collection was test lexical reading. Based on the result of data processing, it was found that the improvement of students' communication ability on fricative and palatal affricate interdental pronunciation consisting of phrase / /, / ð /, and / /, / / in English increased to 40% on phrase / / namely the dental fricative phrase. The most difficult sounds to be uttered by students between the fricative and palatal interdental supplies were dental affricate / /, / / sound of Church, Chuckle, Mortgage, Cottage, and Package as they were influenced by phonology and vocabulary. The production of affricate palatal consonant sounds was unclear by native speakers.*

**Keywords:** *communication, interdental fricative, palatal affricate, pronunciation, phonology*

## 1. INTRODUCTION

### 1.1 The Background of the Study

Language is a sound organization, a vowel symbol produced from the mouth to convey meaningful messages. It means that speech is important to write. There are several languages in the world, which do not have a writing system, but the language is a language because they are spoken. Music and singing also use vowel sound, but their language. Language is a systematic verbal symbolism; it utilizes elements such as sounds, words, phrases, arranged systematically to make sentences. The vocal language is as much as it consists of sounds when produced by the organ of speech.

English is a language that should be learned by anyone. However, English as a foreign language is hard to learn, such as grammar, vocabulary, and pronunciation. In learning English as a foreign language, logically and acceptable students often make many mistakes or mistakes. This is reasonable because English is not their mother tongue. It cannot be denied that there are significant differences in structure, sound, and vocabulary. This difference makes it difficult for students to understand foreign languages in their learning process.

There are grammatical rules to deal with two major aspects of language, namely phonology (sound and structure), syntax (the way words are combined to form sentences). The voice of Fricatives and affricates consonants, related to

phonology. This consonant should be spoken by the students when they use spoken language. Consonant is the interdental phrase / θ /, / ð /, and palatal affricates / tʃ /, / dʒ /. The interdental frames are made with the tip of the tongue between the front teeth, formed by forming with near-complete inhibition of the current. The opening of the air release is so small that friction is generated. And the palatal extractor, the sound is made near the hard part of the roof of the mouth which is made by forming it immediately stops the air flow completely and then releases the articulator slightly so that the friction is formed.

The Affricate can be considered as a combination of stop and fricative. The students have to practice until they have a good pronunciation. In reading the students always find difficulty in pronunciation. Students tend not to understand the idea of oral text or verbal sentences or even words. Student pronunciation is a common voice for several languages from English. Other language speakers tend to get errors or difficulties in saying / θ /, / ð /, and / tʃ /, / dʒ /. Learners have difficulty in saying the words in reading. But in speaking, difficulty is more influential because mispronouncing can change its meaning. So, in this case, the author will try to help the students to pronounce the interdental phrases and palatal affiliates.

### 1.2 The Problem of the Study

The formulations of this problem are:

1. How is the student's ability to pronounce the interdental fricative and palatal affricates /θ/, /ð/, and /tʃ/, /dʒ/ English?
2. What is the most difficult sound to be uttered by the student between the fricative and palatal supply interdental /θ/, /ð/, and /tʃ/, /dʒ/?

### 1.3 The Objective of the Study

The objectives of the study are:

1. To know the student's ability in pronouncing fricative and palatal affricates /θ/, /ð/, and /tʃ/, /dʒ/.
2. To know the most difficult sounds to pronounce from the verb fricative and palatal affricates /θ/, /ð/, and /tʃ/, /dʒ/.

## 2. METHOD

### 2.1 The Research Design

This research was based on qualitative descriptive method, which aims to collect student data in order to know the students' problems and their ability in pronouncing the interdental and palatal affricate /θ/, /ð/, and /tʃ/, /dʒ/. The researcher will give them a pronunciation test; Qualitative descriptive research is a study used to provide a phenomenon or description of what conditions can be without manipulation of one of the variables. Boey (1983: 25) says, "Descriptive qualitative describes something and analyzes the existing conditions".

### 2.2 Research of Place

The location of the research was conducted at Universitas Muslim Nusantara Alwashliyah Jl. Garu 2, Medan.

### 2.3. Population and Sample

#### 1. Population

Population was the overall object of research as a source of data that has characteristics in a study. The population in this study is the first semester students majoring in English Education, amounting to 30 students.

#### 2. Sample

The sample was the representative selection of all research objects. Based on the existing population, researchers took 30 students at random as a population study.

### 2.4 Research Instruments

This test used the lexical word to make it fit its purpose; Test reliability test was maintained by trying it. The author asked the students to say the words given in the text reading, and then the pronunciation was recorded using a tape recorder.

### 2.5 Data Collecting Techniques

To collect this research data, researchers used the following steps:

1. Calling students one by one to come in front of the class.
2. Say the words provided in the text reading.
3. Recording the pronunciation of the fricative and palatal language interdental uttered by the students. Harris (1969: 9) said that a test can be said reliably if the reliability coefficient 0.70.

#### 3.6. Data analysis technique

1. Data will be collected and analyzed by qualitative descriptive technique.
2. Calculates the percentage of student scores in the data of the tests to be given to the students, and

3. Knowing the percentage of correct and wrong answers of students then the data will be calculated using the formula based on Tinambunan (1994: 15) as follows:

Where:

S: the score

R: Number of correct answers

N: Total number of items

### 3. THE RESULTS AND DISCUSSION

- a. The results were presented through sub chapters of discussion so as to facilitate the reader to discuss the results of the study. The discussions covered in this study are: students' ability to pronounce the interdental phrase and affiliates palatal / /, / ð /, and / /, / / English.

- 2) the voice most difficult to pronounce by the students between the fricative and palatal interdental / /, / ð /, and / /, / / . The sequence of this discussion is organized with the aim that readers can more easily understand the discussion.

This section presents and discusses the results of students' ability analysis in pronouncing the interdental and affiliates palatal / /, / ð /, and / /, / / English phrases created by thirty students of Muslim University Nusantara Al Wasliyah. There are 35 occurrences of four interdental phrases and affiliates palatal / /, / ð /, and / /, / / represented by three different positions: beginning, middle, and end. Each vote in each position is represented by three target words, excluding the final voice [ð] represented by only two target words. The percentage of the acceptable level of sound production

of the interdental phrases and the affiliates palatal / /, / ð /, and / /, / / is obtained by dividing the number of receipts per voice including the initial, middle, and final votes based on the total keywords tested at thirty students as subjects. In general, subjects cannot produce an acceptable interdental phrase sound and affiliates palatal / /, / ð /, and / /, / / which were acceptable. The level of acceptability of the ability to pronounce the phrase interdental and affiliates palatal / /, / ð /, and / /, / / English, the pronunciation assessed by native speakers of English is only 40%.

#### 3.1 Student Ability Level in pronouncing interdental phrases and affiliates palatal / /

The Receiving Sound Production of Fricative Teeth [ ] The level of production ability of dental fricative sound [ ] like "bathroom" in five target words is 40%. The highest acceptability level is in the middle position with the target keyword "nothing" and "healthy" with a total percentage of 23%. Two subjects voice [ ] in the word "bathroom" accurately. Only 1 subject speaks the word "healthy" accurately. Meanwhile, all subjects failed to say [ ] no word in accurate words. However, the pronunciation of more than 7 subjects of these words is judged as 'largely acceptable'. The starting position is in the second position of the reception level of the tooth friction sound [ ] with

#### 3.2 Student Ability Level in pronouncing interdental phrases and affiliates palatal // ð /

The tooth friction phrase [ð] is regarded as the most alien

phrase of all 4 voices for the subject since it receives the lowest acceptance rate. The percentage of acceptability rate for this vote is 37%. The voice [ð] is only accurately pronounced by the subject only 3 of the eight targeted words tested. The middle vote position [ð] gained the highest reception rate by 37%. Only one subject mentions each of the words "there, brother, and whether accurately. Only one subject pronounced the word "brother" accurately, while the 7 men spoken were largely acceptable. The rest of the subject said the word is not clear. One subject is also spoken of whether the word is acceptable, while thirteen subjects say it is mostly acceptable and the remaining 6 subjects are unclear pronounce the word Lai target voice word [ð] in the middle of the word "father" position. It has a similar sound to it in your word. However, none of the subjects spoke the word "father" accurately. Seven subjects say it mostly accepted, while 12 subjects are not clear.

#### **4.3 Student Ability in Reciting Interdental Phrases and Palatal Affiliates / / English**

The affricative phrase of the tooth [tʃ] is considered to be the most alien phrase of all 4 voices for the subject since it receives the lowest acceptance rate. The percentage of acceptability rate for this vote is 25%. The voice [tʃ] is only accurately pronounced by the subject only 3 of the eight target words tested. The middle position of voice [tʃ] gets the highest acceptance rate by 30%. Only one subject mentions each of the words "chin, church and whether accurately. Only

one subject pronounced the word "chin" accurately, while 7 people spoken it was mostly acceptable. The rest of the subject said the word is not clear. One subject is also spoken of whether the word is acceptable, while the 13 subjects utter it largely acceptable and the remaining 6 subjects are unclear pronounce the word's target voice word [tʃ] in the middle of the word "exchange" position. It has a similar sound to it in the word you. However, none of the subjects pronounced the word "chuckle" accurately. 8 subjects say it mostly accepted, while 12 subjects are not clear.

#### **3.4 Student Ability in Reciting Interdental Phrases and Palatal Affiliates / / English**

The affricative phrase of the tooth [tʃ] is considered to be the most alien phrase of all 4 voices for the subject since it receives the lowest acceptance rate. The percentage of the acceptability rate for this vote is 18%. The voice [tʃ] is only accurately pronounced by the subject only 4 of the eight targeted words tested. The middle position of the "majority" vote [tʃ] gets the highest acceptance rate by%. Only one subject mentions each of the words "clock, jail and jargon" and whether it is accurate. Only one subject pronounced the word "clock". Accurately, while the eight men spoken were mostly acceptable. The rest of the subject said the word is not clear. One subject is also spoken of whether the word is acceptable, while the 16 subjects say it is largely acceptable and the remaining 6 subjects are unclear saying the word's target voice word [tʃ] in the middle of the word "packages" position. It has a

similar sound to it in the word you. However, none of the subjects spoke the word "packages" accurately. 7 subjects say it mostly accepted, while 13 subjects are not clear.

Say the word is mostly unacceptable. But 2 subjects really failed to say. The highest percentage of this tooth The affricative sound [ ] exists in the 'unclear' category (%). The rest fall into the 'Most Acceptable' category with 5% percent percentages, and 'mostly unacceptable' by 3% percent.

Based on these results, sound [ ] is the most unacceptable affricative tooth sound. This significantly indicates that the subject has great difficulty in speaking [ ]. Most subjects pronounce "mortgage" [ ] sounds like [ ] because of the similarity between sound [ ] and [g]. Some subjects pronounce the word "marriage". This problem occurs almost in every target word. They change the sound [ ] in the breath and subtle words with sound [g]. So they say these words as / maeri / not / maerig /. The substitution of sound [ ] with sound [ ] may be the contributing factor of informants including the production of their affricative sounds of their teeth in the 'unclear' category. The subject 'vocabulary knowledge background may also contribute to the errors of writing affricative sound of the tooth. [ ] is regarded as the most alien phrase of all 4 voices for the subject since it gets the lowest acceptance level

#### 4.1 the Most Difficult Voice to Speak by the Student between the Fragment and Palatal Trade Interdental / /, / ð /, And / /, /

The results showed that students' ability in pronouncing the interdental and affiliates palatal / /, / ð /, and / /, / / English words made by thirty students of Muslim University Nusantara Al Wasliyah reached the highest 40% on the phrase / /.

#### 4. CONCLUSIONS

Based on the results of research and discussion, then the conclusion of this study were:

- 1) Improving students' communication skills on fricative and interdental pronunciations. And the palatal affricate consisting of the / /, / ð /, and / /, / / English phrases increased to 40% on the / phrase / ie the fricatives dental phrase.
- 2) The most difficult sounds to be uttered by students between the fricative and palatal interdental supplies are dental affricate / /, / / sounds of Church, Chuckle, Mortgage, Cottage, and Package as they are influenced by phonology and vocabulary.

#### REFERENCES

- Arni, Muhammad (2005). *Komunikasi Organisasi*. Jakarta: Bumi Aksara
- Bybee, Joan L.(1985), *Morphology: A Study of the Relation Between Meaning and Form*. Amsterdam, Philadelphia: Benjamins (Typological Studies in Language 9).
- Effendy, Onong Uchjana. (1999). *Ilmu Komunikasi: Teori dan Praktek*. Bandung, PT Remaja Rosdakrya.
- Nilsson LK, Nordin C, Jönsson EG, et al. *Cerebrospinal fluid kynurenic acid in male and female healthy controls — correlation*

- with monoamine metabolites and influence of confounding factors.* J Psychiatr.
- Soeharto, Karti. (1995). *Komunikasi Pembelajaran: Peran dan Keterampilan Guru dalam Kegiatan Pembelajaran.* Surabaya: Sic.
- Random House Collegiate Dictionary (1976). NY: Random House.
- Trask, R. L. (1996) *Dictionary of Phonetics and Phonology.* London: Routledge. (PH)
- Verma, et al. (1998). *Modern Linguistics.* Delhi etc: Oxford University Press.
- Webster's Seventh New Collegiate Dictionary (1976). NY: Merriam-Webster.